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BERKELEY UNIFIED SCHOOL DISTRICT
Supt. of schools

SUMMARY OF DISCUSSION DRAFT
OF
PROPOSED INSTRUCTIONAL PROGRAM FOR "DESEGREGATION 1968"

During the summer of 1967, following the Board of Education decision (made after wide public discussion during April and May) to desegregate the Berkeley schools "no later than September 1968," two staff task groups went to work on proposals. These proposals were presented to the public during September 1967 for thorough discussion. Task Group I on Integration reported five "logistical" proposals, distilled and most feasible from 42 submitted by staff and public, for the physical structure of desegregated school attendance (use of buildings, busing, etc.). Task Group II on Instruction presented a "discussion draft" of a proposed instructional plan designed to launch continuing staff and public study of quality, integrated classroom education.

From these proposals, now under intensive public consideration, Superintendent Sullivan will present the administration's desegregation recommendation to the Board on October 3. The Board will announce its decision in January or February, thus providing an interval for further public discussion.

Following is a summary of the instructional task group's discussion draft. Additional copies of the proposed physical plans, earlier distributed, are also available.

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BASIC GOALS

DEC 15 1972

...An integrated school environment that lessens prejudice and discrimination. Each class heterogeneous, reflecting the community's racial, socio-economic and intellectual diversity.

UNIVERSITY OF CALIFORNIA

...An educational program that meets the needs of each pupil, maintaining and improving the academic level of "high achievers" while raising the learning level of others. Each student to learn at his highest ability through teachers who diagnose his needs and provide means to meet them.

...Thus, through the individual application of materials and methods, to give each student a sense of security, self-identify and self-confidence.

When one is accepted for oneself, one is much more willing to accept others. The accent on the worth of each individual must be consistently punctuated with tangible successes. We cannot underscore enough how important it is for the students to have educational successes which are meaningful to him, his parents, and his peer group. Pupils should be able to glean their personal worth in individual, group, and total classroom relationships as teachers initiate the kinds of activities and learning situations that foster healthy self-concepts as well as educational achievement.

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PROPOSED SITES AND ORGANIZATION*

Primary Schools -- Early Childhood Education through grade 4 or 5

Pre-school children, age 3 to 5½, would be housed on the regular elementary school site, next to the Kindergarten classroom where physically possible.

Pre-school and Kindergarten -- "Early Learning Centers" -- would include space for parent activities during the week.

Middle Schools -- Grades 5 or 6 through Grade 8 -- Grades 5 and 6, or Grade 6, grouped with Grades 7 and 8.

*This model is suggested because it provides continuity from one age-level and grade to the next, minimal changes for the child from one site to another, and optimal opportunity for new programs to meet the new needs of school desegregation.

RECOMMENDED LENGTH OF SCHOOL DAY

Children's Centers (Child Care and Extended Day Care Programs)					
	Early Child. Educat.	Kinder- garten	Grades 1-2(3)	Grades (3)4-5	Grades 5 or 6-8
7 A.M.					7 A.M.
.					.
.	A.M. Session	A.M. Session			8:30
.	9:00	9:00	9:00	9:00	
.	Noon	Noon	10:15		
.					
.	P.M. Session	P.M. Session	2:15	3:30	3:30
.	12:30	12:30			
.	3:30	3:30			
.					
7 P.M.					7 P.M.
Total Teaching Min. for Teachers	180 min. with one group of children + 60 min. teamed with another teacher or conducting tutorials daily, + 5 hrs. weekly for planning parent conferences, home visitations, observations in other classrooms, and curriculum development.*		300 minutes, of which 30 min. or more will be taught by P.E. and other subject area specialists.		220-240 min. daily. Additional teacher time during the week will be spent: 1 hr. weekly tutoring 1 hr. per week in the Search Center 3 hrs. inservice per week 5 hr. per week preparation time.

The above beginning and ending times were made uniform in order to simplify for families the task of getting several children to and from school.

EDUCATIONAL PROGRAM

The usual subjects--Language Arts (reading, writing, spelling, speaking and listening skills, literature and grammar), Social Studies, Science, Math, Music, Art and Physical Education taught at every grade level. In addition, Foreign Language and electives of Typing, Shop and Homemaking offered at the middle school.

1. Language Arts-Social Studies

Primary: HUMANITIES CURRICULUM CORE--Reading, Language Arts, Social Studies, Science (with Language Arts given a high priority) emphasizing communication and thinking skills. Materials and approaches planned to nurture respect for and understanding of all races, creeds and nationalities. A course in Negro History given, as at present, to all pupils in grade 5.

Middle Schools: HUMANITIES WORKSHOP--Language Arts and Social Studies, in broad groupings, continued in greater breadth and depth from primary grades. History, geography, literature of peoples and periods, relationships of people and governments. During 1967 the Humanities Workshop to be expanded to include Art and Music.

SEARCH CENTER, proposed for use in connection with the middle schools' Humanities Workshop, to provide individual students or groups of students the opportunity to further explore and reinforce subject matter and skills. It would contain areas for reading, listening to and making recordings and tapes, viewing and making films, experimenting in drama and art, group discussions, and remedial work. Professional personnel and volunteer aides would be present to work with students if requested to do so. Student training in use of the Center would be required.

2. Science

Primary: (Pre-school through grade 4). The current district program, combined with materials and methods from the Science Curriculum Improvement Study program being developed with the University of California, taught in a "core curriculum" block. The method: individual inquiry and discovery, emphasizing manipulation of and experimentation with materials. An integrated science camp experience for all fourth-grade students, as now provided in some schools, if possible.

Middle Schools (including grade 5): Science taught as a separate subject for 180 minutes per week. The curriculum - a composite of the district's current program and that of the State of California's Department of Public Instruction. As above, use of the inquiry and discovery method.

3. Mathematics

Primary: A math program for pre-school groups and coordinated with the kindergarten and primary program should be developed. A sequential math program for pre-school through grade 8, now started, should be completed by September 1968. It is proposed to build on the present modern math program of Science Research Associates and to expand the use of materials (Cusenaire rods, pre-number kits, flash cards and geometry).

Middle Schools: Establish Science and Math Search Centers for 1969-1970 patterned after the proposed Humanities Workshop Search Center. A further goal--unification of math and science into a curriculum core.

4. Music

Primary (pre-school through grade 4): Growth of skills combined with listening and appreciation, reading of music and creation of original works; performance both vocal and instrumental. "Threshold to Music" program initiated at first grade and continued throughout the primary grades as a supplement to usual music activities. Recorder instruction to begin at Grade 3.

Middle Schools (Grade 4 through Grade 8): Regular instrumental music program to continue. Plan being considered for elementary instrumentalists to receive private tutoring by talented secondary school musicians and/or to participate in small ensemble practice groups after school.

5. Art

Primary through Grade 8: The Task Group recognizes the value of art education and stresses a program that grows from first development of skills in all media into higher levels of creative expression and artisanry. The rich range of art experience now offered should be further developed in scope and sequence.

6. Family Life and Health Education

This will be taught at appropriate levels of growth and maturity from pre-school through Grade 8. Tentative guides and curriculum materials have been developed.

7. Physical Education

Primary through Grade 8: Physical skills emphasized at the earliest grade levels, and high standards of physical fitness the goal at all grade levels. Teacher specialists recommended at Grade 1.

8. Foreign Language

Extend the foreign language program as follows: Grades 5-6 to 8--choice of Spanish, French, German or Latin, thus providing wider offerings as well as continuity with the high school's Foreign Language department.

9. Electives

Middle Schools: Pupils in Grades 5-6 to 8 to have two hours of electives per week, selecting from the following: Band, Orchestra, Ensemble, Dance Band, Boys' and Girls' Glee Clubs, Foods, Clothing, Typing, Crafts, and Drama.

CURRICULUM COMMITTEES established to draft subject matter "continuums" from pre-school through grade 8. Standards, scope and sequence should be stated so that teachers, pupils and parents would understand what would be studied when and what would be expected of each pupil at each level.

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patterned after the proposed Humanities Workshop Search Center. A further goal
unification of math and science into a curriculum core.

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Primary (pre-school through Grade 4): Growth of skills combined with
listening and appreciation, reading of music and creation of original works; per-
formance both vocal and instrumental. "Threshold to Music" program initiated at
first grade and continued throughout the primary grades as a requirement to annual
music activities. Another initiative to begin at Grade 5.

Middle Schools (Grade 5 through Grade 8): Regular instrumental music pro-
gram to continue. Plan being considered for elementary instrumentalists to receive
private tutoring by talented secondary school musicians under the guidance of
small ensemble practice groups after school.

5. Art

Primary through Grade 8: The Task Group recognizes the value of art educa-
tion and stresses a program that grows from first development of skills in all
media into higher levels of creative expression and esthetic. The rich range of
art experience now offered should be further developed in scope and sequence.

6. Family Life and Health Education

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school through Grade 8. Tentative guides and curriculum materials have been
developed.

7. Physical Education

Primary through Grade 8: Physical skills emphasized at the earliest Grade
levels, and high standards of physical fitness the goal at all grade levels.
Teacher specialists recommended at Grade 1.

8. Foreign Language

Extend the foreign language program as follows: Grades 5-8 to 8-choise
of Spanish, French, German or Latin, thus providing wider offerings as well as
continuity with the high school's foreign language department.

9. Electives

Middle schools: Pupils in Grades 5-8 to have two hours of electives
per week, selected from the following: Band, Orchestra, Glee Club, Dance Band,
Boys' and Girls' Club, Chess, Clubs, Foods, Clothing, Typing, Crafts, and Drama.

CURRICULUM COMMITTEE established to draft subject matter "continuum" from pre-
school through grade 8. Standards, scope and sequence should be stated so that
teachers, pupils and parents would understand what would be studied when and what
would be expected of each pupil at each level.

Pupil Profiles: Curriculum committees should keep a running record of the pupil's progress in every subject area as he moves from grade to grade, or school to school. Such profiles will be of great value to the pupil, his teacher and his parents in showing the child's progress as well as areas in which help is needed.

MIDDLE SCHOOL TUTORIALS

Expand tutorial opportunities to "personalize" the classroom as well as to provide extended remedial help. In the school year 1968, there should be tutoring by teachers, teacher aides, students assigned by teachers as capable, and School Resource Volunteers. (Teachers and student-tutors should be responsible for one tutorial period per week.) Teacher tutoring of parents should also be available.

PROVISIONS FOR THE SLOW LEARNER

Primary: Through the "pupil profiles" earlier mentioned, teachers would know at what point a child needed specific help and would provide it. Such help given as early as possible, ideally on a one-to-one basis. Major emphasis in Kindergarten to diagnose potential learning difficulties and prevent them from developing. Teacher aides, trained for the purpose, to assist the teacher.

Middle Schools (Grades 5, 6-8): See above section on Tutorials.

PROVISIONS FOR THE HIGH POTENTIAL PUPIL

The district to continue its current program of identifying pupils with outstanding abilities and talents and serving their needs and talents. Consulting Teachers of this elementary school program (with a similar staff member at the secondary level) to help provide district-wide coordination of the program at each of the primary and middle schools. Add staff members at each school who are expert in particular disciplines.

Continuing assessment of the students' test scores, skills and interest, strengths and weaknesses. Progress reports to parents and children.

We recommend expanded use of the High Potential Psychologist and/or Guidance staff in finding and serving more gifted children.

The Search Center, Tutorials, and Pupil Profiles, earlier described, have great significance for the High Potential program.

GUIDANCE-LEARNING CENTERS

We recommend that such centers, where a child with learning or emotional difficulties can be given immediate assistance, be incorporated into the 1968-1969 program. A special team to include a teacher especially skillful in handling both learning and behavior problems, a psychologist for diagnosis, a social worker who knows the home situation as well as how to help a child in crisis, and, when needed, other specialists. Assistance and observation to be continued until the child can be both managed and taught in the classroom. Follow-up is of prime importance.

TEACHER AIDES

Recommend: Build on the successful experience the district has had with teacher aides. Provide orientation and in-service training as to expectations, guidelines, and procedures for teacher-teacher aide cooperation.

MAJOR USE OF SUPPORTIVE SERVICES which include: Remedial Reading Teachers, Teacher Specialists, Teachers of the Educationally Handicapped Classes, Subject Area Consulting Teachers, General Consulting Teachers, Department Heads, Curriculum Associates, Speech Therapists, Guidance Personnel, Psychologists and Testing Personnel, Librarians, Vice-Principals and Administrative Assistants, Counselors, Aides, Volunteer Services, Nurses.

EVALUATION of every step of program as to individual pupil and group accomplishments. Continue district-wide testing, assessing strengths and weaknesses, but only as one device. Pupil profiles, earlier described, will provide immediate evaluation of such students' progress and problems.

DISCIPLINE

District Policy (based on State Code)

1. "Generally wholesome personal relationships and high standards of courtesy and clean language shall be maintained."
2. Responsibility. The principal is responsible for conduct and is given responsibility and authority to formulate such procedures as are necessary to enforce district policy. (Parents shall be involved in all significant disciplinary actions.) Teachers shall be responsible for proper and adequate control of students. Parents are responsible for the behavior of their children.
3. Student Codes of Conduct. Principal shall be responsible for developing a student code of conduct with faculty and students.
4. Student Control. Physical punishment allowed by principal or his delegated authority for those cases which "may not respond to reasoning," etc.
5. Control Procedures. State Code provisions and district procedures for suspension, expulsion, exemption, and exclusion.
6. Specific Laws and Regulations. Dealing with compliance, obedience, respect for property, attendance, corporal punishment, etc.

The committee feels that parents would like us to be specific, that policy should be defined on such infractions as fighting, extortion, theft, and general non-compliance with rules. Therefore we recommend that school principals, with the help of their staffs and their students, establish more specific guidelines for disciplinary action, and that these be implemented uniformly throughout the district. We further suggest that the principals distribute this policy to the community to bring school and home more closely together.

TEACHERS' IN-SERVICE TRAINING will be vital to the success of new programs and to the general success of desegregation. Some suggestions:

- 1967-68 Workshops on Personalized Education; Individual Differences; Teaching Heterogeneous Classes; Individualizing Instruction; Negro History; Raising Expectations and Achievement, and Improving Behavior; and Diagnostic Teaching and Case Studies.
- 1968 Summer school demonstration of Serach Center and Humanities Workshop Curriculum. (This could include teacher participation and could give teachers inservice salary credit.) Science Curriculum Improvement Study Summer Institute for Primary Grade Teachers.
- 1968-69 Humanities Workshop Inservice Training - 3 hours per week as part of the teaching responsibility
- 1969-70 Math/Science Inservice Workshop for the Core Curriculum initiated at this time. The pattern established for the Humanities Workshop would be utilized.
- 1970-71 Core Family Inservice Workshop would be established for initiating the teacher-pupil core family concept for the 1971-72 school year period.

Here is a tentative calendar for staff work in the years immediately ahead as we move from desegregation to true integration.

1967-68:

1. Development of Curriculum Core/Humanities Workshop.
2. Set up Curriculum Continuums - Profile (Pupil Profile).
3. Personalization of Education.

1968-69:

1. Work in Humanities Workshop-Curriculum Core.
2. Search Center in Operation Humanities Workshop.
3. Tutorial Services.
4. Guidance Center.

1969-70:

1. Develop Math-Science Core (5 or 6-8).
2. Work on teaming efforts in Humanities Workshop.
3. Develop Search Centers in Math and Science.

1970-71:

1. Core Family Program -- Teaming teachers -- sets of students responsible for entire program.



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TEACHING: IN-SERVICE TRAINING will be vital in the success of new programs and to the general success of desegregation. Some suggestions:

1967-68 Workshops on Personalized Education; Individual Differences; Teaching Heterogeneous Classes; Individualized Instruction; Basic History; Building Experiences and Achievement; and Improving Achievement; and Classroom Teaching and Class Control.

1968 Summer school demonstration of the new Center and summer workshops. (This could include teacher participation and could give teachers inservice study credits.) Science Curriculum Improvement Study Summer Institute for Primary Grade Teachers.

1968-69 Humanistic Workshop Inservice Training - 2 hours per week as part of the teaching responsibilities.

1969-70 Anthropology Inservice Workshop for the Core Curriculum centered on this time. The pattern established for the Humanistic workshop would be utilized.

1970-71 Core Family Inservice Workshop would be established for utilizing the teacher-family study research for the 1971-72 school year period.

There is a tentative calendar for staff work in the years immediately ahead as we move from desegregation to true integration.

1967-68:

1. Development of the Core Curriculum Development Workshop.
2. Set up Curriculum Committee - Policy (April/Exhibit).
3. Personalization of Education.

1968-69:

1. Work in Humanistic Workshop-Core Curriculum Core.
2. Set up Center in Humanistic Workshop.
3. Teacher's Workshop.
4. Building Center.

1969-70:

1. Develop Basic Science Core (2 or 3-4).
2. Work on existing efforts in Humanistic Workshop.
3. Develop Science Center in Basic and Science.

1970-71:

1. Core Family Inservice - Family research -- sets of student responsibility for entire program.